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The first section of this paper deals with the contributions of non-academic experiences to education. Two measures, "my overall development as a person" and satisfaction with the non-academic scene, indicated positive correlations both between satisfaction with experiences in the non-academic area and overall growth, and between level of participation and overall growth. There was no correlation between academic experience and overall growth. A measure of the kinds of activities students engage in and estimates of their level of participation in such were tabulated. The level of student satisfaction with the non-academic scene was measured. An average of 38% of the 2,000 students sampled indicated satisfaction with the non-academic scene. Satisfaction with the non-academic scene correlated significantly with outlets for creative activities, opportunities for social exchange, and increased clarity of position on ethical, philosophical, and religious issues. Students were also asked to choose the one activity, out of nine, which provided the greatest personal satisfaction. "Self-discovery, self-insight, etc." ranked first, with social life last. Findings appear to indicate that personal growth is the most important aspect of "education" for the student. (KP)

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Non-Academic Aspects of the College Experience

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My topic is Non-Academic Aspects of the College Experience. I have divided this topic into three sections dealing with: firstly, contributions of the non-academic experience to education; secondly, types of extra-curricular activities students engage in together with approximations of their level of participation in each of these activities; and thirdly, level of student satisfaction with the non-academic scene. All of this will be "liberally spiced" with my interpretations of the implications of the findings.

Let me begin with the first and main topic: What contributions do experiences in the non-academic area make to education? Several steps are involved in the investigation of such a question. First of all it requires a definition of education. I used the following: those experiences which help the student realize his full potential in all aspects of his being.

Secondly, it is necessary to determine the level or levels at which you intend to investigate relationships. And here my rather broad view of education dictated that I should at least begin by looking at a measure of the total growth of the student. We had one question which I felt particularly suitable for this purpose--it was, "My overall development as a person," which was rated on a seven point scale from "suffered a bad set back" to "moved strongly ahead."

Thirdly, I needed some sort of a measure of the opportunities for fulfilling non-academic or extra-curricular experiences. The measure which I chose in this regard was that of satisfaction with the non-academic scene. I made this choice on the assumption that this measure of satisfaction was an index of the adequacy of the non-academic experiences available. It, of course, wouldn't be a perfect index, but I felt that it would be fairly accurate.

Now taking these two measures I ranked our thirteen colleges first in terms of the amount of growth that the students in general felt that they had undergone. Secondly, I ranked them on satisfaction with the non-academic scene. I ran a correlation--it turned out to be .56--significant beyond the .05 level. That seemed to indicate that there was a relationship between experiences in the non-academic area and growth.

Now I asked another question. What about the relationship between the academic experience and overall growth? Again I used a measure of satisfaction, this time with the academic scene. The correlation here was essentially zero--I wouldn't say that it was absolute zero since I only carried it out to four places.

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These findings seemed to indicate two things: one, that at schools where the students feel they have sufficient opportunity for fulfilling extra-curricular experiences they also feel that they are undergoing a fair amount of overall growth, and at schools where they do not feel that the non-academic situation is adequate they do not feel that they are undergoing

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this growth; and two, that this overall growth seems to be completely independent of whether they are satisfied with what is going on in the classroom or not.

Now, having established this relationship between satisfaction of the non-academic scene and the growth, I carried the analysis one step further. I attempted to determine the relationship between actual level of participation in these activities and overall development. I compiled and combined measures of participation across sixteen extra-curricular activities, across thirteen colleges, and across approximately two thousand students. I ran this against our measure of growth and again got a correlation of .56--significant beyond the .05 level. All in all I felt that this was clear evidence of a definite relationship between satisfaction with, as well as participation in, the non-academic scene and overall growth.

This makes sense to me in terms of other theories and data also. Newcomb, for example, makes a strong case for peer group influences being stronger than faculty-administration influences. For the most part these peer group encounters take place and have concerns outside the realm of the classroom.

It also makes sense in terms of my perception of the classroom experience. I don't feel that this type of growth is fostered by anything that happens inside the classroom. As I see it, most class time is spent scribbling notes as fast as you can, then memorizing these notes and regurgitating them as close to word-for-word as you can on your exam so that you can get a decent grade. The data in Arthur W. Chickering's "The Academic Experience" seem to support these perceptions.

It makes sense on another level also--it seems to me that the most you could expect out of the classroom and the thing that you hear very often expressed as the goal of educators could, I suppose, be summed up as follows: You want the student to develop a kind of intellectual system for evaluating experiences--let's call it an intellectual life style. As Sanford put it, "It's not what the student learns that is important, but his attitude to go on learning."

I feel that the classroom is not only failing to contribute to the overall development of the student but it is not even contributing to the development of an intellectual life style. According to McKeachie small classes would be better than large; class discussions would be better than lecture; student centered discussions would be better than instructor centered discussions for learning as well as for developing a favorable attitude toward learning--and yet these techniques aren't being utilized to any great extent. And again Dr. Chickering's data seem to support this.

Let us look at another point. According to Sanford both the facts and the principles we learn in college are forgotten by three or four years after graduation. I tend to think that that is an over-statement. They are probably forgotten closer to three or four weeks after the final exam in any given course. But why is this the case? Again, experience tells us that we forget those things which are not relevant. Most of what is

presented in most classes is irrelevant to the real world. Even things you learn in your major and take with you into an occupation often have to be re-learned to fit the particular situation. It is a sad thing when a statement of truth and profound importance is so ignored that it must be repeated until it sounds trite--but this is the case--so let me make a trite statement: What happens in the classroom is irrelevant to the students of today.

Let me reiterate my findings: growth seems to be dependent upon the non-academic experiences; the academic experience seems to have little to do with it. If you feel as I do that education has a duty to provide an atmosphere and experiences which help the student to develop his social, intellectual, personal, physical competence as well as his academic competence, then this finding has implications for you on two levels: one, that you should work for the establishment of more and more fulfilling extra-curricular opportunities, that you should work to provide better facilities for these types of activities, and that you should provide more time for these activities; two, the implications are obvious for the classroom experience--there are areas where learning is taking place--classes ought to be conducted in a like manner and with the same level of relevance as in these learning situations.

If, on the other hand, you feel that the educational goal is simply academic preparation or academic competence, then there are a couple of implications for you also; one, that your goals apparently aren't being met; and two, that to filfill this goal you don't have to worry about non-academic activities. All you have to worry about is how you can maintain such a philosophy in the face of everything that is happening around you.

Education used to function to produce little automatons especially designed to fill some slot in some huge organization where they would work and waste their lives away for the good of the system. But those days are over. Students want more--they want to realize their own potentials--this is what underlies the student riots.

So much for topic one. Let us move to topic number two. Here we deal with the kinds of activities that students engage in and estimates of their levels of participation in each of these activities. I'm not going to say too much about this. I have some tables here that you can read. These tables also include academic activities and some essentials of living such as sleeping, eating, etc. just for the sake of comparison. We had two different kinds of information about level of participation, and it is presented in two different ways. In some cases we had estimates of the number of hours spent on an activity, and in these cases I presented the median and the range across the thirteen schools. In other places we had four options of level of participation, from "zero" to "played an essential role," and here I presented the median percentage responding to each of the four levels. This is presented for each activity, along with my own handy-dandy overall index, and I explain on the table how I developed this index.

Here are some examples that might be of interest. Amount of time spent in reading for pleasure ranged from 3.77 hours per week to 10.08 hours,

across our thirteen very diverse colleges, but the average was only 4.66 hours. Obviously, when you find an average of less than 5 hours per week in a range from 3 3/4 hours to just over 10, it means that you have very many schools down around that 4 hour bracket--few up around the 10 bracket.

Here is a shocker--we have one school in which students average 1.17 hours per week watching television--we have another with the average 9.67.

Here is an example where we had percentage data. Across our thirteen colleges an average of 72% of the students spend no time at all on student or community government.

Now for topic three, level of student satisfaction of the non-academic scene. Again taking approximately two thousand students across thirteen colleges I found that an average of only 38% of the students are satisfied with the non-academic scene, in some cases it is as 20%--so you're leaving an average of 60%, and at some colleges as much as 80%, of your students unfulfilled in this area--and this area seems so vital to their overall growth.

I also found that satisfaction with the non-academic scene correlated significantly with outlets for creative activities. It correlated significantly with opportunities for social exchange. One correlation may have some even more significant implications--satisfaction with the non-academic scene correlates significantly with increased clarity of position on ethical, philosophical and religious issues. This says to me that some of the answers to these questions come through social exchange and that if students don't get enough time and opportunity for this exchange, then they don't have quite as easy a time coming up with answers to those vital questions--ethical, philosophical, religious.

I looked at the whole situation in a completely different sense--we had one question where we asked the students to rate one activity of the nine listed below where they felt that they had received the most personal satisfaction during the year. Quite a number of interesting things came out of this. The first six ranks seemed to come in pairs containing first of all a non-academic activity and then an academic activity. The thing rated undisputably first was, "self-discovery, self-insight, etc." Its academic counterpart was "working in my major." Then came "close personal friendships" followed by "coursework in general." This moves further from the individual but again has a non-academic followed by an academic activity. Finally, "getting acquainted with a wide variety of people," followed by "individual study." I think that individual study might have been rated higher except that there is so little opportunity for it in most colleges that it couldn't very well have shown up on this scale.

There are also some interesting things about the last three ratings--bull sessions, organized extra-curricular activities, and social life. Social life rated last here turned out in other analyses to be necessary to both satisfaction with the non-academic scene and to perceived overall growth, yet it is rated last here. Next came organized extra-curricular activities. That is even more surprising. This is where one-half of the

activities on our list came from, where most of the activities for most students in most schools lie. That is where, I would imagine, most schools would beef up their programs when they feel that they are falling down in terms of non-academic activities, and yet this is rated eighth out of nine--so it seems that not many students are getting their primary satisfaction from this area.

To conclude: again some of the implications of this last topic and the implications of the entire area seem to be that the most important thing to the student is personal growth. And we know from our every day experience that people learn what is relevant to their lives. So again I would stress that what we need is more time for extra-curricular activities, more fulfilling types of activities and more facilities for these types of activities. And with regard to classes, they have to be made relevant and interesting. Why not have students determine the curricula--have independent studies--have classes where students can design projects to meet their own interests and needs.

I've always had a semi-mystical belief in the inherent validity of cliches, and famous statements. The following was a standard around my college. Whenever a student, busy in his studies, was informed of a happening of particular interest, he would immediately close his books, rise to the occasion and say, "I never let studying interfere with my education."

In which one of the following areas have you received your greatest personal satisfaction at this college during the past year?

1. Coursework in general.

2. Coursework in my major field.

3. Individual study, research, writing, art work, etc.

4. Organized extracurricular activities; student government, athletics, clubs, etc.

5. "Bull sessions" with fellow students.

6. Social life; dating, parties, etc.

7. Close friendships with students.

8. Getting acquainted with a wide variety of students.

9. Self-discovery, self-insight; discovery of new interests, talents, etc.

TABLE I

Types of Activities in which Students Participate and Estimates of Levels of Participation in Each (for the Combined Project Colleges)

	Level of Participation (median percent in each category)					Range		Median Hrs
	Not At All	Limited	Substantial	Central Role	Overall Index	Low	High	Per Week
I Non-Academic Activities								
A. Organized extracurricular activities								
1. Planning & regulatory activities of living groups	62	13	12	11	66*			
2. Student & community government	72	10	8	8	53			
3. Varsity or intramural sports	64	9	20	9	76			
4. Activities of religious groups	60	17	12	7	67			
5. Clubs for special vocational or academic fields	74	12	9	5	46			
6. School spirit & hospitality	66	15	11	6	59			
7. Drama, music, art activities	62	10	18	8	74			
8. Social service activities	72	8	9	9	61			
9. Recreational groups	77	9	9	5	39			
10. Journalism, broadcasting & literary activities	84	6	5	4	30			
B. Dating						3.77	10.34	5.97
C. Reading for Pleasure						3.77	10.08	4.66
D. Talking informally with others						14.82	24.34	17.15
E. Watching TV						1.17	9.67	3.09
F. Attending movies and plays						.51	5.55	2.71
G. Participating in sports (informal)						2.88	5.62	4.51
H. Playing chess, cards, checkers, etc.						1.26	6.17	2.10
I. Bull sessions						2.74	4.75	3.36
II Academic Activities								
A. Studying						21.89	33.04	27.74
B. Time in Class								15.00**
III Essentials of Living								
A. Sleeping						50.40	55.99	52.36
B. Dressing, eating, etc.								21.00**
C. Domestic duties						4.40	7.85	6.51

*Column five (above) was derived simply by summing the products of: (1) the percent occupying column one (did not participate) by zero; (2) the percent occupying column two (participation to a limited degree) by one; (3) the percent occupying column three (participation to a substantial degree) by two; and the percent occupying column four (played a central role) by three. It should not be regarded as a figure of scientific worth, but rather as a helpful aid to making comparisons between schools and between activities. It is my answer to a systematic approximation of what one does in one's head when comparing two or more sets of figures.

**Estimate